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ABSTRACT

This document is concerned with the major components of the process of planning new or remodeling old facilities for the teaching of home economics. The philosophy of home economics and trends within the field of study should form the basis for planning facilities, followed by a delineation of the roles and responsibilities of all involved personnel in order to establish necessary linkages. Needs assessment in the areas of program, students, and facilities forms the third stage followed finally by a checking of the curriculum areas by teachers to identify local program needs. The importance of wide ranging involvement is emphasized. Flowcharts and extensive checklists are included in the expectation that by these means attention will be directed to critical issues and processes involved in the complex procedures concerned with facility change. (SA)

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GUIDELINES FOR PLANNING FACILITIES

HOME ECONOMICS EDUCATION

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Guidelines
for
Planning Facilities
Home Economics Education
Secondary Schools

Wisconsin Department of Public Instruction
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Bulletin No. 4001

Foreword

EDUCATORS at all levels are frequently faced with making decisions concerning the planning of new or the remodeling of existing facilities. Administrators, principals, and teachers are called upon to present evidence that changes in facilities are needed. Superintendents and Boards of Education are involved in translating this evidence to the community. To provide educators with a resource to assist in accomplishing these missions, a task force was created by the State Department of Public Instruction to develop *Guidelines for Planning Facilities, Home Economics Education, Secondary Schools.*

This document, *Guidelines for Planning Facilities,* is based upon the home economics philosophy and program as reflected in the *1970 Wisconsin Home Economics Conceptual Structure and Planning Guide.* It is concerned with four major components of the planning process: philosophy and trends in the field of study, planning models and related functions, planning principles and assessment, and planning specifications for program areas. This information should be useful to local school districts in planning for a facility change. Specific objectives of the document are to

— state the philosophy of home economics and trends in the field of study as the basis for planning facilities.

— provide a basis for understanding the necessity to involve concerned persons in all stages of the planning process.

— provide ways and means for local school districts to accomplish a self-evaluation in preparation for planning new or remodeling existing facilities.

— emphasize the necessity for keeping open the lines of communication throughout the planning process.

— assist all people involved in planning with the formation of creative solutions to problems by utilizing contributions from a variety of resources.

— prevent important considerations from being overlooked during the planning process.

The publication is divided into four parts, each of which is related to every other part. Therefore, it is important to begin with the study of philosophy and trends. The next step is to establish linkages by delineating roles and responsibilities of all involved personnel. The third step in the planning process is to assess needs relative to program, students and facilities. In the fourth section, checklists related to home economics curriculum areas are provided to assist the teacher identify local program needs.

It is hoped that this document will provide assistance in directing attention to critical issues and processes involved in the complex procedures concerned with facility change.

Acknowledgements

THE Department of Public Instruction wishes to express gratitude to the committee of Wisconsin home economics teachers and consultants whose invaluable contributions made possible the development of *Guidelines for Planning Facilities, Home Economics Education, Secondary Schools*. Recognition is also given to those district administrators, Local Vocational Education Coordinators, teacher educators, and classroom teachers who read and evaluated the working papers of this document.

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Table of Contents

Philosophy and Trends 1
Planning Models and Related Functions 3
Model I 4
Model II 5
Model III 6
Functions of Facility Planning Personnel 7
Planning Principles and Assessment 8
Principles of Facility Planning 9
Instrument for Assessment of Present Facilities 9
Planning Specifications for Program Areas 11
General Considerations 12
Checklists 12
Child Development/Family Living Area(s) 12
Clothing and Textile Area(s) 15
Consumer Education Area(s) 16
Housing and Interiors Area(s) 18
Nutrition and Meal Management Area(s) 19
Teacher Work Area(s) 21
Bibliography 22

Philosophy and Trends

Philosophy of Home Economics Education in Wisconsin: K-12

THE BASIC philosophy of home economics education in Wisconsin reflects those goals of general education which strive to provide optimum opportunities for each student to realize his potential. The particular concern of home economics is education for family living. This education continuously seeks to promote the effectiveness of the individual as a member of family and society in the self-actualization process. The individual, the family, and the society exist in a dynamic relationship; change in any one is associated with change in the other two. In support of this philosophy, the *Wisconsin Home Economics Conceptual Structure and Planning Guide* focuses on the integration of three unifying areas of family living: Human Growth and Development, Personal and Family Relationships, Management of Personal and Family Resources. The study of the interrelations of these three areas is the core of home economics education which synthesizes knowledge drawn from its own research, from the physical, biological, social, and behavioral sciences, and from the arts and applies this knowledge in promoting the well-being of individuals and families in society. [1]

Trends in Home Economics Education: K-12

To implement this philosophy, attention must be given to trends in home economics education. Currently, these include:

1. Decision-making and evaluation in the use of human and material resources relative to values and goals.
2. Multi-disciplinary approach and team teaching in all subject areas.
3. Use of the home economics facility by other school personnel and the community.
4. Coeducational classes in all subject matter areas.
5. Independent learning activities.
6. Increasing enrollments in home economics.
7. Use of instructional materials which are multi-cultural, multi-racial and multi-class oriented.
8. Use of a variety of media equipment and instructional materials.
9. Increased adaptation of learning modes to meet the needs of exceptional students.
10. Comprehensive conceptual teaching with learning activities designed to meet the needs of local communities.
11. Consideration for the development of wage-earning programs in relation to appropriate subject areas articulated with post high school programs.
12. Consideration for the development of career education concepts in relation to all subject areas.
13. Utilization of the community as an extension of the classroom and as a learning center.
14. Utilization of community-based personnel and resources in the classroom.
15. Increased citizen involvement in planning and implementing programs in local schools.
16. Applicability of home economics concepts K-12.
17. Articulation of home economics programs K-12.

Trends in Family and Child Development

1. Increased consideration for variations in individual and family life styles.
2. Concept of inter-personal relationships within the family extended to embrace the human race.
3. Concept of the family as a nurturance center for all family members.
4. Emphasis on the development of a self-concept and role identity.
5. Increased interchange and sharing of responsibilities as family members assume multi-roles in society.
6. Increased options for the use of leisure time.
7. Emphasis on the development of the total person—physical, social, emotional and intellectual development.
8. Coordination of human growth and development theory with opportunities for interacting with children through school and/or community situations.
9. Increased reliance of the family upon outside agencies to share its responsibilities.
10. Increasing number of children in day care/nursery school situations.
11. Increasing career opportunities in family and child services.
12. Integration of parent education as a part of the child development program.
13. Emphasis on the importance of play as a medium for learning.

Trends in Family Consumer Education

1. Inclusion of consumer education concepts kindergarten through grade 12.
2. Multi-disciplinary approach serving as a basis for teaching the concepts concerned with the management of human and material resources relating to the decision-

[1] New Directions—A Statement of Philosophy and Objectives. **Journal of Home Economics.** 51:8. October, 1959, pp. 679-694.

making process of family and individual values and goals.
3. Increased citizen involvement in planning and implementing educational programs in local schools.
4. Increased consumer advocacy to effect more efficient management of personal, family and environment resources.
5. Transfer of family-oriented activities from production to consumption of goods and services.
6. Increased involvement in legislative procedures for the protection of consumer rights.

Trends in Family Housing and Interiors

1. Emphasis on a living environment which fosters human and family development.
2. Increased mechanization in the home.
3. Increased mobility of individuals and families.
4. Increased number of housing choices for families.
5. Consideration of the relationship of the stages of family life cycle to choice of housing.
6. Increased number of families choosing housing units other than single family dwellings.
7. Increased number of homes occupied by nuclear families rather than extended families.
8. Expanded range of materials used for housing and furnishings.
9. Increasing opportunities for careers related to housing and interiors.

Trends in Family Clothing and Textiles

1. Consideration of the psychological-social value of clothing.
2. Construction of clothing as a management decision, an expression of creativity and or constructive use of leisure time.
3. Consideration of the influence of needs and environment on clothing selection.
4. Consideration of the evolution of fashion and garment industry.
5. Increasing opportunities for careers related to clothing and textiles.

Trends in Family Nutrition and Meal Management

1. Emphasis upon psychological-social aspects of family nutrition and meal management as well as the application of principles from scientific nutrition research.
2. Increased number of food choices available to meet daily nutritional requirements.
3. Alternative meal patterns selected as a result of increased variety in life styles.
4. Increased awareness of the relationship between management of resources, leisure time and family meal patterns.
5. Application of technological changes in food and nutritional science to community and world food problems.
6. Increasing opportunities for careers related to foods and nutrition.

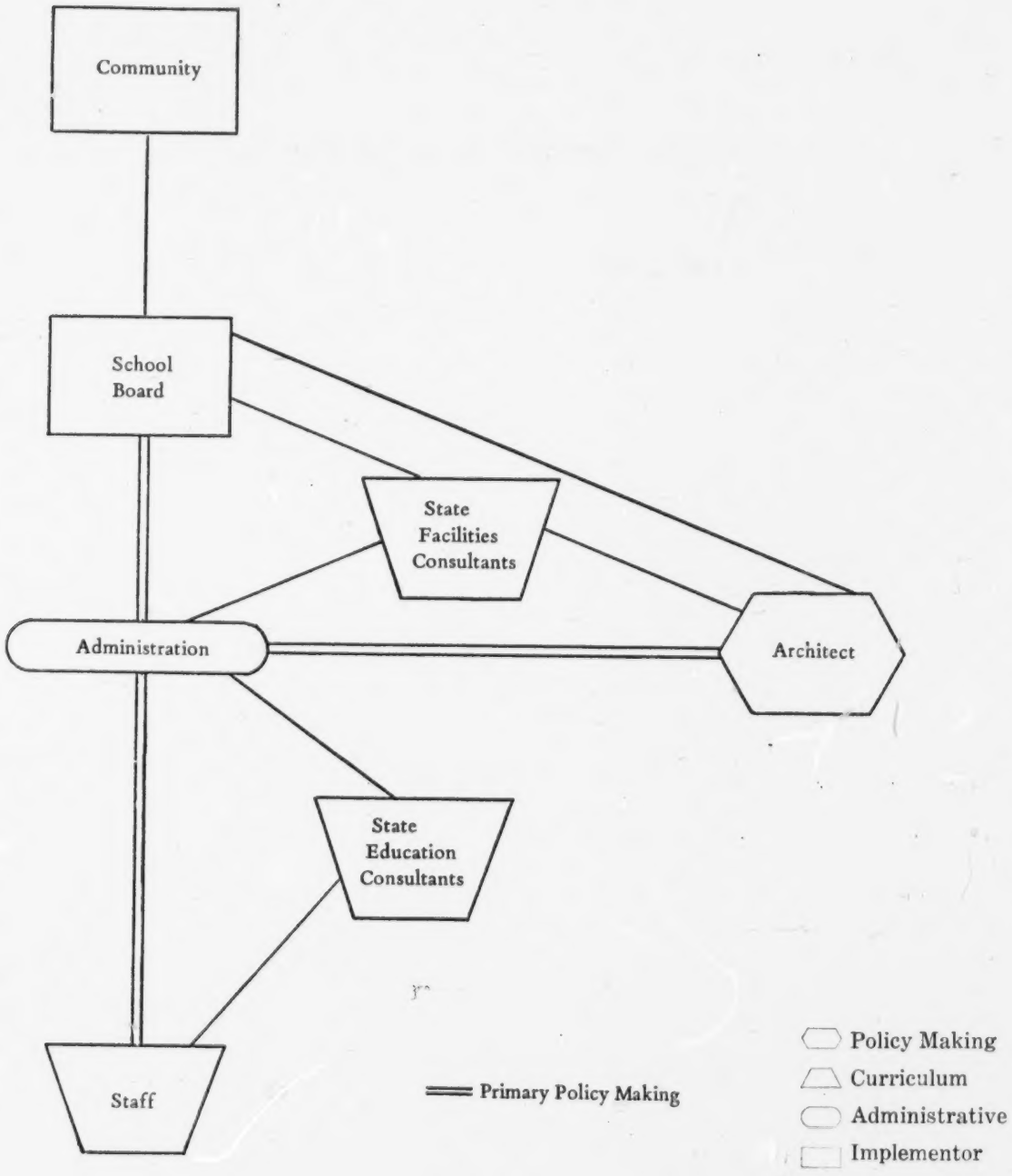
Planning Models and Related Functions

Facility Planning Models

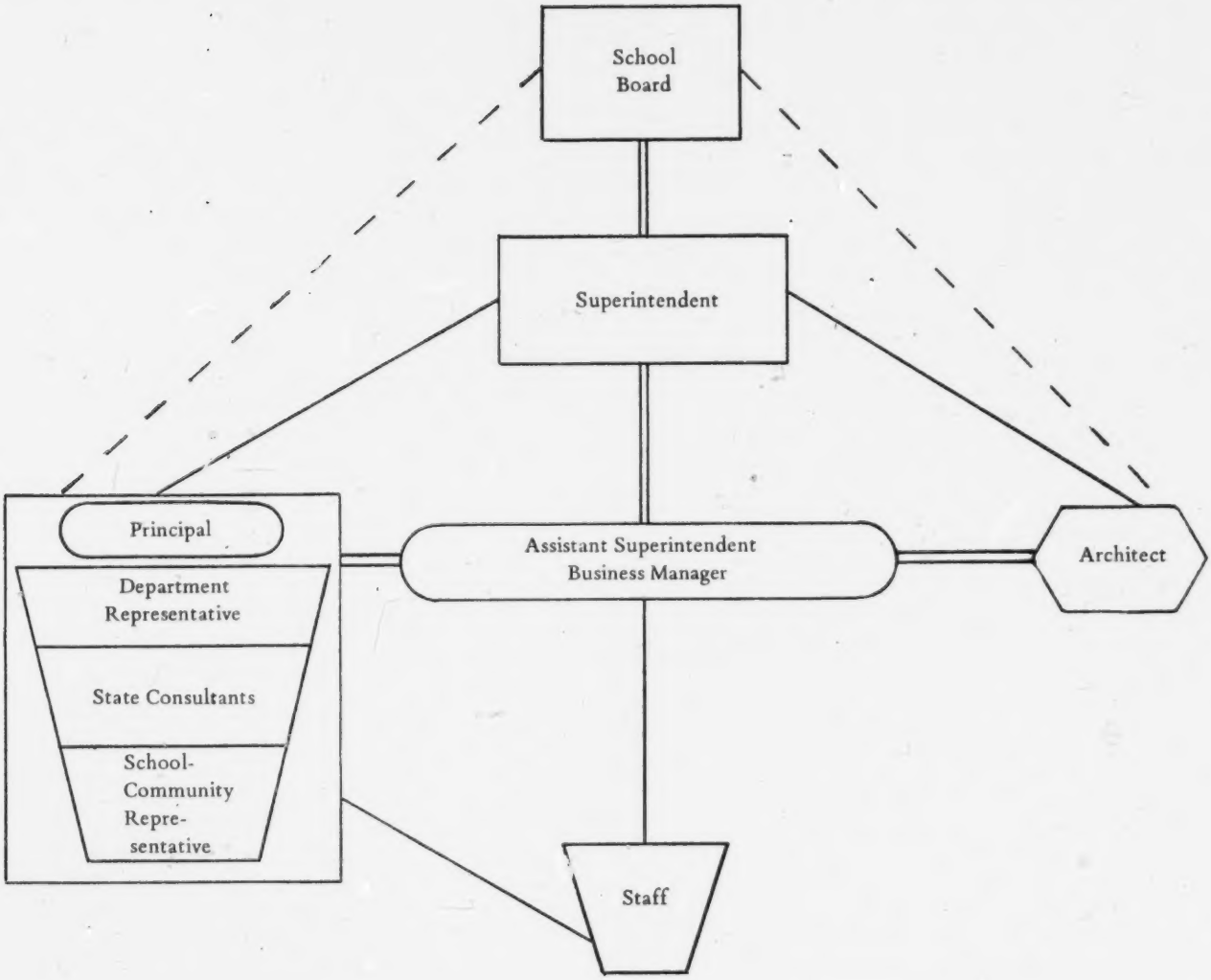
THREE organizational models appropriate to various sizes of school districts have been developed.

To illustrate various types of relationships among persons involved in facility planning the selection of a model will be dependent on factors such as administrative personnel and availability of resources. The models are followed by a description of suggested responsibilities of personnel involved in policy-making, administrative, curriculum development and implementation functions.

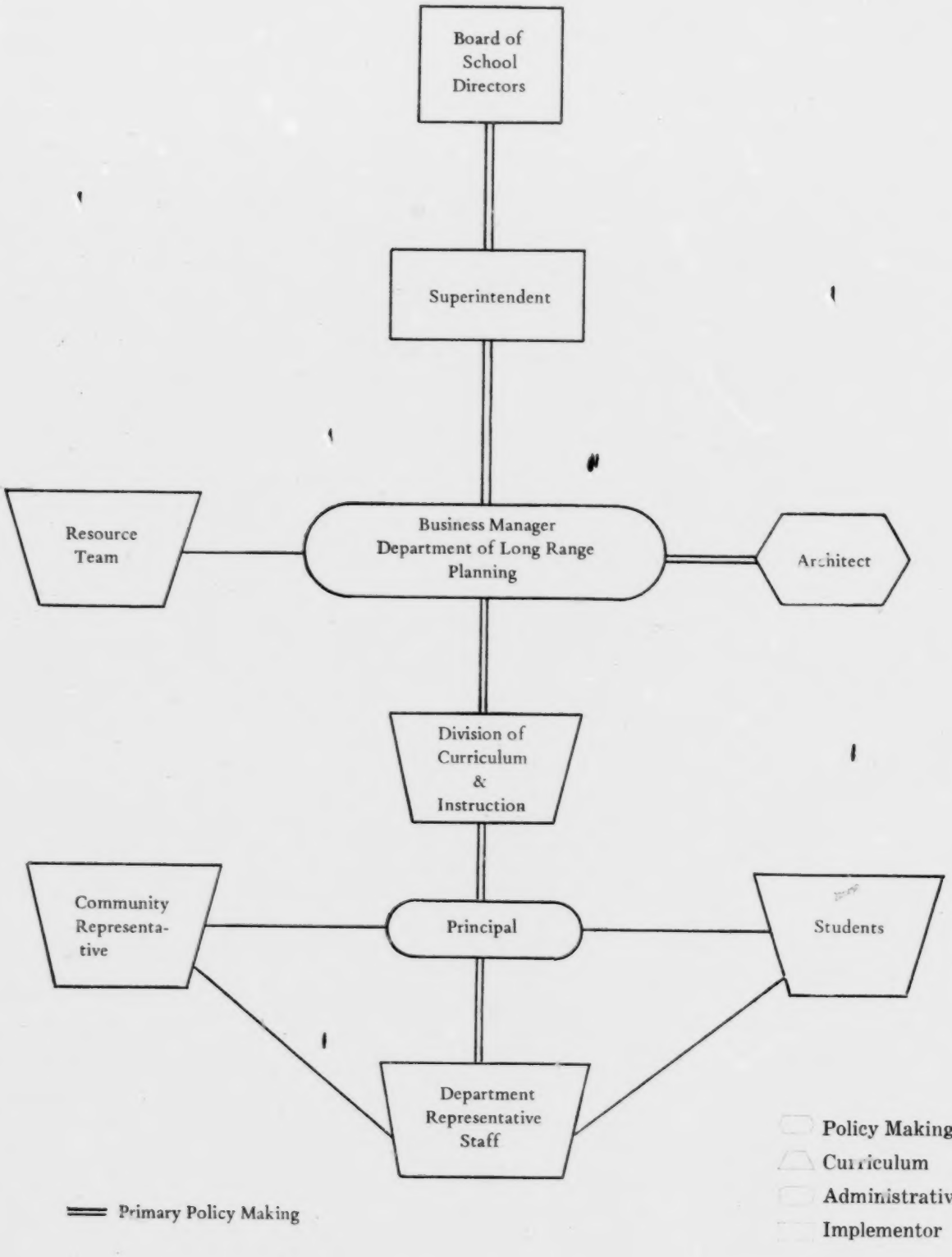
Model I



Model II


School Board
Superintendent
Principal
Department Representative
State Consultants
School-Community Repre-sentative
Assistant Superintendent Business Manager
Architect
Staff
Policy Making
Curriculum
Administrative
Implementor
Primary Policy Making

Model III


Board of School Directors
Superintendent
Resource Team
Business Manager Department of Long Range Planning
Architect
Division of Curriculum & Instruction
Community Representa-tive
Principal
Students
Department Representative Staff
Policy Making
Curriculum
Administrative
Implementor
Primary Policy Making

Functions of Facility Planning Personnel

1. Policy Making Functions	Develop broad outlines of the things that need to be done and methods to accomplish the purpose set for the enterprise.
2. Administrative Functions	Coordinate all important duties of interrelating the various parts of the work. Communicate concept of total educational program to the appropriate personnel. Communicate to local school administrators effective types of educational programs, teaching approaches, organizational patterns and use of space. Organize the structure at the local school level through which work divisions are arranged, defined and coordinated to achieve the identified objectives. Responsible for early and continued communication between appropriate personnel. Serve as a liaison between central administration, local school staff and architect. Develop short and long range budget for plant facilities based on data secured from teachers, principals and city/state consultants. Develop long range plans to reflect the total school age population and the affect on each grade level. Account for the budget in the form of fiscal planning, accounting and control.
3. Curriculum Development Functions	Communicate educational trends in specific subject areas to personnel responsible for developing educational specification. Interpret home economics instructional program compatible with current enrollment and educational trends to faculty, administrators and architect. Involve staff members and/or principals in establishing guidelines for the utilization of space and equipment to facilitate the educational program. Communicate recent trends in the utilization of space and equipment for the administration, local staff, and/or architect. Communicate information to the appropriate personnel relative to organizational patterns, technological devices and use of spatial areas to facilitate the educational program. Submit educational specifications compatible to program developments and educational trends. Communicate special community educational needs and wants. Suggest community use of facilities. Submit plans for long range and immediate goals for program development.
4. Implementation Functions	Translate educational specifications into a physical structure. Serve as the implementor of the enterprise after consultations with designated personnel. Direct the continuing task of communicating and embodying specific and general orders. Report to designated school personnel concerning progress of the project.

Planning Principles and Assessment

Principles of Facility Planning

FACILITIES which support learning must provide environments for the two-dimensional offerings of home economics: consumer and homemaking education, and preparation for employment. The subject matter area vehicles related to these two dimensions include those previously mentioned in the listing of trends; namely, Family and Child Development, Family Consumer Education, Family Housing and Interiors, Family Clothing and Textiles, Family Nutrition and Meal Management.

Generally, the home economics center should be planned to be flexible. Flexibility includes EXPANSIBLE SPACE that can allow for ordered growth; CONVERTIBLE SPACE that can be economically adapted to program changes; VERSATILE SPACE that serves many functions; and MALLEABLE SPACE that can be changed "at once and at will."

The following principles are considered basic to facility planning.

1. The educational program is the basis for planning facilities.
2. Facilities should be planned to accommodate changes in the educational program.
3. The facilities should serve the needs of various groups in the community.
4. Facilities for the program can be extended through the use of community resources.
5. Facilities for home economics programs should be planned to reach not only the average, but also the gifted, the physically handicapped, the mentally retarded and the culturally deprived.
6. Proximity, flexibility, and convenience of classrooms and work areas where teachers can cooperatively plan and produce materials should be provided.
7. Safe and healthful environments should be provided for all departmental participants.
8. Mobile versus permanently installed storage and equipment should be used to provide flexibility of space.
9. Accessible and convenient storage of mechanical teaching aids should be provided.
10. Movable partitions and portable furnishings and equipment can help in adjusting space requirements to meet specific needs.
11. Accessible and convenient outdoor space adds to the flexibility of the department particularly in the area of child development and family recreation.

Instrument for Assessment of Present Facilities

When a change of facility is under consideration, it is highly desirable to involve teachers, administrators, community representatives, students, architects and consultants. Representatives of these groups should complete the following instrument in each of the program areas of home economics: Family and Child Development, Family Consumer Education, Family Housing and Interiors, Family Clothing and Textiles, and Family Nutrition and Meal Management.

A composite profile of ratings for each of the areas will reflect compatability of program and facilities and will provide a vehicle for communications when evaluating facilities.

	Absent	Inadequate	Adequate	Ideal	Comments
The existing facility					
1. allows for total program development in a manner that is	0	1 2 3	4 5 6	7 8 9	
2. has an overall amount of space that is	0	1 2 3	4 5 6	7 8 9	
3. provides for inter-relationships of departmental spaces in a manner that is	0	1 2 3	4 5 6	7 8 9	
4. provides staff space which is	0	1 2 3	4 5 6	7 8 9	
5. provides student space which is	0	1 2 3	4 5 6	7 8 9	
6. has flexibility to the extent of this factor being	0	1 2 3	4 5 6	7 8 9	

	Absent	Inadequate			Adequate			Ideal			Comments
7. demonstrates adaptibility in a manner that is	0	1	2	3	4	5	6	7	8	9	
8. allows for a degree of variability that is	0	1	2	3	4	5	6	7	8	9	
9. is accessible to other instructional areas in a manner that is	0	1	2	3	4	5	6	7	8	9	
10. provides a general learning environment that is	0	1	2	3	4	5	6	7	8	9	
11. provides for independent learning in a manner which is	0	1	2	3	4	5	6	7	8	9	
12. reflects an aesthetic quality that is	0	1	2	3	4	5	6	7	8	9	
13. provides a visual, thermo, and sonic environment that is	0	1	2	3	4	5	6	7	8	9	
14. provides storage which is	0	1	2	3	4	5	6	7	8	9	
15. contains traffic patterns that are	0	1	2	3	4	5	6	7	8	9	
16. has utility installations that are	0	1	2	3	4	5	6	7	8	9	

Planning Specifications for Program Areas

General Considerations for Planning

TO ASSURE that new or re-designed facilities are compatible with philosophy and program development, a series of questions relating to these factors must be given careful consideration. They are identified as

- What general dimensions of home economics are (to be) offered in the department, i.e., comprehensive home economics education, consumer education, occupational education, interdisciplinary consideration?
- What subject matter areas are (to be) included in the departmental offering? (Include levels, length of offering, etc.)
- What general groups of learners are (to be) served by the department? What are their characteristics and general needs?
- For what other purpose will the facility be used?
- How will the present student clientele compare to the future anticipated clientele in terms of numbers and makeup? (Total, boys, girls, special needs, non-enrollees, adult users, pre-schoolers, etc.)
- To what extent are facilities now shared with other departments?
- What evidence, if any, exists to document that facility sharing will change in the future?
- To what extent does the local school program (present and proposed) reflect the state and national philosophy and trends in home economics education?

Checklists related to home economics curriculum areas are designed to assist the teacher identify local program needs.

Each checklist has the following four general categories:

1.0 General Specifications
2.0 Student and Teacher Activities
3.0 Furniture and Equipment Needs
4.0 Utility Needs
5.0 Other Important Factors

The following Key Code should be used to specify facility needs:

1 = major emphasis in local program
2 = some emphasis in local program
3 = slight emphasis in local program
N = no emphasis in local program

Child Development/Family Living Area(s)

A. Child Development Area

1.0 General Specifications

1.1 The child development area should be planned:

1.11 As an independent unit	Yes	No
1.12 In combination with ..... area(s)		
1.13 With seminar area(s)	Yes	No
1.14 With classroom area(s)	Yes	No
1.15 To include an inside play area for preschool children	Yes	No
1.16 As an area within a single multi-purpose space	Yes	No
1.17 With consumer homemaking emphasis	Yes	No
1.18 With wage earning emphasis	Yes	No
1.19 Other		

1.2 The child development area should be accessible to:

1.21 Instructional materials center	Yes	No
1.22 Departmental resource center	Yes	No
1.23 Large group instructional area(s)	Yes	No
1.24 Other discipline instructional area(s)	Yes	No
1.25 Building entrance	Yes	No
1.26 Outside play area	Yes	No
1.27 Observation area	Yes	No
1.28 Toilet	Yes	No
1.29 Other		

1.3 The child development area at any one time should accommodate:

1.31 Students ..... (number)
1.32 Special groups ..... (identify)
1.33 Pre-schoolers ..... (number)

2.0 Student and Teacher Activities

Identify the student and teacher activities in various space divisions within the child development area by indicating the extent to which each activity will occur.

2.1	Classroom space				
	2.11 Large group activity	1	2	3	N
	2.12 Medium group activity	1	2	3	N
	2.13 Small group activity	1	2	3	N
	2.14 Individual activity	1	2	3	N
	2.15 Other				
2.2	Inside play space				
	2.21 Individual activity	1	2	3	N
	2.22 Group activity	1	2	3	N
	2.23 Wage earning activity				
	2.231 exploration	1	2	3	N
	2.232 co-op method	1	2	3	N
	2.233 simulated project method	1	2	3	N
2.3	Outside play space				
	2.31 Conducting children's games and activities on hard surfaces	1	2	3	N
	2.32 Conducting children's games and activities on grassy surfaces	1	2	3	N
2.4	Observation and/or storage space				
	2.41 Observing children and their activities	1	2	3	N
	2.42 General storage	1	2	3	N

3.0 Furniture and Equipment

Identify the furniture and equipment needed in various space divisions within the child development area by indicating the extent to which the furniture and equipment will be utilized.

3.1	Classroom space				
	3.11 Audio-visual storage	1	2	3	N
	3.12 Book storage	1	2	3	N
	3.13 Consumable resource storage	1	2	3	N
	3.14 Independent listening-viewing stations	1	2	3	N
	3.15 AV projection for medium or large group	1	2	3	N
	3.16 Student project storage	1	2	3	N
	3.17 Seating required				
	number				
	type(s)				
	3.18 work surfaces required				
	size				
	number				
	type(s)				
	3.19 Peg board, chalk board, tack board (specify, as needed)	1	2	3	N
3.2	Inside play space				
	3.21 Art, i.e., easel, finger paints	1	2	3	N
	3.22 Music, i.e., piano, records	1	2	3	N
	3.23 Drama/dress-up, i.e., closets, clothes	1	2	3	N
	3.24 Homemaking, i.e., ranges, refrigerators, dishes	1	2	3	N
	3.25 Other				
3.3	Outside play space				
	3.31 Large muscle development, i.e., tricycles, wagons, jungle gyms	1	2	3	N
	3.32 Small muscle development, i.e., sand box, balls	1	2	3	N
3.4	Observation and/or storage				
	3.41 Large play equipment storage	1	2	3	N
	3.42 General storage	1	2	3	N
	3.43 Sound equipment	1	2	3	N

3.5 Other needs
- 3.51 Toilet — 1 2 3 N
- 3.52 Sink — 1 2 3 N
- 3.53 Drinking fountain — 1 2 3 N
- 3.54 Floor covering — 1 2 3 N
- 3.55 Other .....

4.0 Utility Needs (specify location, amount, type)
- 4.1 Water
- 4.2 Electricity/gas
- 4.3 Lighting needs

5.0 Other important factors to be considered in the planning of the child development area are: .....
.....
.....
.....

B. Family Living Area

1.0 General Specifications

1.1 The family living area should be planned:
- 1.11 As an independent unit — Yes No
- 1.12 In combination with ..... area(s)
- 1.13 With seminar area(s) — Yes No
- 1.14 With classroom area(s) — Yes No
- 1.15 As an area within a single multi-purpose space — Yes No
- 1.16 Other .....

1.2 The family living area should be accessible to:
- 1.21 Instructional materials center — Yes No
- 1.22 Department resource center — Yes No
- 1.23 Large group instructional area(s) — Yes No
- 1.24 Other discipline instructional area(s) — Yes No
- 1.25 Building entrance — Yes No
- 1.26 Other .....

1.3 The family living area at any one time should accommodate:
- 1.31 Students ..... (number)
- 1.32 Special groups ..... (identify)

2.0 Student and Teacher Activities

Identify the student and teacher activities in various space divisions within the family living area by indicating the extent to which each activity will occur.

2.1 Classroom space
- 2.11 Large group activity — 1 2 3 N
- 2.12 Medium group activity — 1 2 3 N
- 2.13 Small group activity — 1 2 3 N
- 2.14 Individual activity — 1 2 3 N
- 2.15 Other .....

3.0 Furniture and Equipment Needs

Identify the furniture and equipment needed in various space divisions within the family living area by indicating the extent to which the furniture and equipment will be utilized.

3.1 Classroom space
- 3.11 Audio-visual storage — 1 2 3 N
- 3.12 Book storage — 1 2 3 N
- 3.13 Consumable resource storage, i.e., magazines — 1 2 3 N
- 3.14 Independent listening-viewing stations — 1 2 3 N
- 3.15 AV projection for medium or large group — 1 2 3 N
- 3.16 Student project storage — 1 2 3 N
- 3.17 Seating required
  - number .....
  - type(s) .....

3.18 Work surfaces required
size .....
number .....
type(s) .....

3.19 Peg board, tack surfaces, chalk board (specify as needed) 1 2 3 N

3.2 General storage

3.3 Other equipment and furnishing needs 1 2 3 N

3.31 Floor covering

3.32 Other .....

4.0 Utility Needs (specify location, amount, type)

4.1 Water

4.2 Electricity/gas

4.3 Lighting needs

5.0 Other important factors to be considered in the planning of the family living area: .....

.....

.....

.....

Clothing and Textile Area(s)

1.0 General Specifications

1.1 The clothing and textile area(s) should be planned:

1.11 As an independent unit	Yes No
1.12 In combination with ..... area(s)	
1.13 With seminar area(s)	Yes No
1.14 With classroom area(s)	Yes No
1.15 With laboratory area(s)	Yes No
1.16 As an area within a single multi-purpose space	Yes No
1.17 With consumer homemaking emphasis	Yes No
1.18 With wage earning emphasis	Yes No
1.19 Other	

1.2 The clothing and textile area(s) should be accessible to:

1.21 Instructional material center	Yes No
1.22 Departmental resource center	Yes No
1.23 Large group instructional area(s)	Yes No
1.24 Other subject-matter instructional area(s)	Yes No
1.25 Other	Yes No

1.3 The clothing and textile area(s) at any one time should accommodate:

1.31 Students ..... (number)

1.32 Special groups ..... (identify)

2.0 Student and Teacher Activities

Identify the student and teacher activities in various space divisions within the clothing and textile area(s) by indicating the extent to which each activity will occur.

2.1 Classroom space	
2.11 Large group activity	1 2 3 N
2.12 Medium group activity	1 2 3 N
2.13 Small group activity	1 2 3 N
2.14 Individual group activity	1 2 3 N
2.15 Wage earning activity	1 2 3 N
2.151 exploratory	1 2 3 N
2.152 co-op method	1 2 3 N
2.153 simulated project method	1 2 3 N
2.16 Other (specify)	

2.2 Laboratory space

2.21 Medium group activity	1	2	3	N
2.22 Small group activity	1	2	3	N
2.23 Individual activity	1	2	3	N
2.24 Wage earning activity				
2.241 exploratory	1	2	3	N
2.242 co-op method	1	2	3	N
2.243 simulated project method	1	2	3	N

3.0 Furniture and Equipment

Identify the furniture and equipment needed in various space divisions within the clothing and textile area by indicating the extent to which the furniture and equipment will be utilized.

3.1 Classroom space

3.11 Audio-visual storage	1	2	3	N
3.12 Book storage	1	2	3	N
3.13 Consumable resource storage	1	2	3	N
3.14 Independent listening-viewing stations	1	2	3	N
3.15 AV projection for medium and large group				
3.16 Seating required				
number				
type(s)				
3.17 Work surfaces required				
number				
type(s)				
size				
3.18 Peg board, chalk board (specify)	1	2	3	N
3.19 Tack surfaces	1	2	3	N

3.2 Laboratory space

3.21 Large equipment
number .....
type .....

3.22 Small equipment
number .....
type .....

3.3 General storage

3.31 Large equipment (i.e., portable sewing machines, folding tables)	1	2	3	N
3.311 within student work area	1	2	3	N
3.312 within general area	1	2	3	N
3.32 Small equipment (i.e., pressing equipment)	1	2	3	N
3.33 Student projects	1	2	3	N
3.34 Instructional resources	1	2	3	N
3.35 Other				

4.0 Utility Needs (specify location, amount, type)

4.1 Water
4.2 Electricity/gas
4.3 Lighting needs

5.0 Other important factors to be considered in the planning of the clothing and textile area: .....
.....
.....
.....

Consumer Education Area(s)

1.0 General Specifications

1.1 The consumer education area should be planned:

	Yes	No
1.11 As an independent unit		
1.12 In combination with ..... **area(s)**		

1.13 With seminar area(s) Yes No
1.14 With classroom area(s) Yes No
1.15 With laboratory area Yes No
1.16 As an area within a single multi-purpose space Yes No
1.17 Other .....

1.2 The consumer education area should be accessible to:
1.21 Instructional materials center Yes No
1.22 Departmental resource center Yes No
1.23 Large group instructional area(s) Yes No
1.24 Other discipline instructional area(s) Yes No

1.3 The consumer education area at any one time should accommodate:
1.31 Students ..... (number)
1.32 Special groups ..... (identify)

2.0 Student and Teacher Activities

Identify the student and teacher activities in various space divisions within the consumer education area by indicating the extent to which each activity will occur.

2.1 Classroom space
2.11 Large group activity 1 2 3 N
2.12 Medium group activity 1 2 3 N
2.13 Small group activity 1 2 3 N
2.14 Individual activity 1 2 3 N
2.15 Others (specify) .....

2.2 Experimentation
2.21 Product analysis and testing 1 2 3 N
2.22 Product comparisons 1 2 3 N
2.23 Product sampling 1 2 3 N
2.24 Product display 1 2 3 N

2.3 Information processing
2.31 Collecting consumer data 1 2 3 N
2.32 Analyzing consumer data 1 2 3 N
2.33 Reporting consumer data 1 2 3 N

2.4 Student resource interaction
2.41 Viewing and listening 1 2 3 N
2.42 Reading 1 2 3 N
2.43 Manipulation of consumer products 1 2 3 N

2.5 Student made materials
2.51 Audio visual productions 1 2 3 N
2.52 Printed materials 1 2 3 N
2.53 Multiple material projects 1 2 3 N

3.0 Furniture and Equipment

Identify the furniture and equipment needed in various space divisions within the consumer education area by indicating the extent to which the furniture and equipment will be utilized.

3.1 Classroom space
3.11 Audio-visual storage 1 2 3 N
3.12 Book storage 1 2 3 N
3.13 AV projection for medium or large group 1 2 3 N
3.14 Seating required
number .....
type(s) .....
3.15 Work surfaces required
size .....
Number .....
type(s) .....
3.16 Chalk board
lineal feet .....

3.17 Tack surfaces
lineal feet .....

3.2 Laboratory space (specify needs)
- 3.21 Consumable resource storage — 1 2 3 N
- 3.22 Independent listening-viewing stations — 1 2 3 N
- 3.23 Student project storage — 1 2 3 N
- 3.24 Peg board — 1 2 3 N

3.3 General storage (specify needs) — 1 2 3 N

3.4 Other .....
- 3.41 Floor covering — 1 2 3 N
- 3.42 Other .....

4.0 Utility Needs (specify location, amount, type)
- 4.1 Water
- 4.2 Electricity/gas
- 4.3 Lighting needs

5.0 Other important factors to be considered in the planning of the consumer education area are: .....
.....
.....
.....

Housing and Interiors Area(s)

1.0 General Specifications

1.1 The housing and interiors area should be planned:
- 1.11 As an independent unit — Yes No
- 1.12 In combination with ..... area(s) — Yes No
- 1.13 With seminar area(s) — Yes No
- 1.14 With classroom area(s) — Yes No
- 1.15 With laboratory area — Yes No
- 1.16 As an area within a single multi-purpose space — Yes No
- 1.17 With consumer homemaking emphasis — Yes No
- 1.18 With wage earning emphasis — Yes No
- 1.19 Other .....

1.2 The housing and interiors area should be accessible to:
- 1.21 Instructional media center — Yes No
- 1.22 Departmental resource center — Yes No
- 1.23 Large group instructional area(s) — Yes No
- 1.24 Other discipline instructional area(s) — Yes No

1.3 The housing and interior area at any one time should accommodate:
- 1.31 Students ..... (number)
- 1.32 Special groups ..... (identify)

2.0 Student and Teacher Activities

Identify the student and teacher activities in the housing and interiors area by indicating the extent to which each activity will occur.

2.1 Classroom space
- 2.11 Large group — 1 2 3 N
- 2.12 Medium group — 1 2 3 N
- 2.13 Small group — 1 2 3 N
- 2.14 Individual — 1 2 3 N
- 2.15 Wage earning activity
  - 2.151 exploratory — 1 2 3 N
  - 2.152 co-op method — 1 2 3 N
  - 2.153 simulated project method. — 1 2 3 N
- 2.16 Other .....

2.2 Laboratory space
- 2.21 Medium — 1 2 3 N

2.22 Small 1 2 3 N
2.23 Individual 1 2 3 N
2.24 Wage earning activity
2.241 exploratory 1 2 3 N
2.242 co-op method 1 2 3 N
2.243 simulated project method 1 2 3 N

3.0 Furniture and Equipment

Identify the furniture and equipment needed in the housing and interiors area by indicating the extent to which each will be used.

3.1 Classroom space
3.11 Audio-visual storage 1 2 3 N
3.12 Book storage 1 2 3 N
3.13 Seating required
number .....
type(s) .....
3.14 Work surfaces required
size .....
number .....
type(s) .....
3.15 Chalk board 1 2 3 N
3.16 Tack surfaces 1 2 3 N
3.2 Laboratory space
3.21 Consumable resource storage 1 2 3 N
3.22 Independent listening-viewing stations 1 2 3 N
3.23 Student project storage 1 2 3 N
3.24 Peg board 1 2 3 N
3.25 Sink 1 2 3 N
3.3 Other ..... 1 2 3 N
3.31 Floor covering
3.32 Other .....

4.0 Utility Needs (specify location, amount, type)

4.1 Water
4.2 Electricity/gas
4.3 Lighting needs

5.0 Other important factors to be considered in the planning of the housing and interiors area are: .....
.....
.....
.....

Nutrition and Meal Management Area(s)

1.0 General Specifications

1.1 The nutrition and meal management area should be planned:
1.11 As an indepedent unit Yes No
1.12 In combination with ..... area(s) Yes No
1.13 With seminar area(s) Yes No
1.14 With classroom area(s) Yes No
1.15 With laboratory area Yes No
1.16 As an area within a single multi-purpose space Yes No
1.17 With consumer homemaking emphasis Yes No
1.18 With wage earning emphasis
1.19 Other .....
1.2 The nutrition and meal management area should be accessible to:
1.21 Instructional media center Yes No
1.22 Departmental resource center Yes No
1.23 Large group instructional area(s) Yes No
1.24 Other discipline instructional area(s) Yes No

1.25 Building entrance — Yes No
1.26 Delivery area — Yes No
1.27 Other (specify) .....

1.3 The nutrition and meal management area at any one time should accommodate
1.31 Students ..... (number)
1.32 Special groups ..... (identify)

2.0 Student and Teacher Activities

Identify the student and teacher activities in the nutrition and meal management areas by indicating the extent to which each activity will occur.

2.1 Classroom space
2.11 Large group activity
2.12 Medium group activity — 1 2 3 N
2.13 Small group activity — 1 2 3 N
2.14 Individual activity — 1 2 3 N
2.15 Wage earning activity — 1 2 3 N
2.151 exploratory
2.152 co-op method — 1 2 3 N
2.153 simulated project method — 1 2 3 N
2.16 Other (specify) ..... — 1 2 3 N

2.2 Laboratory space
2.21 Large group activity — 1 2 3 N
2.22 Medium group activity — 1 2 3 N
2.23 Small group activity — 1 2 3 N
2.24 Individual activity — 1 2 3 N
2.25 Wage earning activity
2.251 exploratory — 1 2 3 N
2.252 co-op method — 1 2 3 N
2.253 simulated project method — 1 2 3 N
2.26 Other (specify) .....

3.0 Furniture and Equipment

Identify the furniture and equipment needed in various space divisions within the nutrition and meal management area by indicating the extent to which each will be used.

3.1 Classroom space
3.11 Audio-visual storage
3.12 Book storage — 1 2 3 N
3.13 Consumable resource storage — 1 2 3 N
3.14 Independent listening-viewing stations — 1 2 3 N
3.15 AV projection for medium or large group — 1 2 3 N
3.16 Student project storage — 1 2 3 N
3.17 Seating required — 1 2 3 N
number .....
type .....
3.18 Work surfaces required
size .....
number .....
type(s) .....
3.19 Peg board, chalk board, tack board (specify as needed) — 1 2 3 N

3.2 Laboratory space
3.21 Cooking surfaces ....
3.22 Conventional ovens ....
3.23 Refrigerator/freezer ....
3.24 Freezer ....
3.25 Laundry ....
3.26 Dishwasher

3.27 Commercial equipment (identify)
....

3.3 Storage
- 3.31 Consumable product — 1 2 3 N
- 3.32 Equipment storage — 1 2 3 N
  - 3.321 within student work area — 1 2 3 N
  - 3.322 within general area — 1 2 3 N

3.4 Other needs
- 3.41 Floor covering — 1 2 3 N
- 3.42 Other .....

4.0 Utility Needs (specify location, amount, type)
- 4.1 Water
- 4.2 Electricity/gas
- 4.3 Lighting needs

5.0 Other important factors to be considered in the planning of the nutrition and meal management area are: .....
.....
.....
.....

Teacher Work/Office Area(s)

1.0 General Specifications

1.1 The teacher work/office area(s) should be planned:
- 1.11 As an independent unit — Yes No
- 1.12 In combination with ..... area(s)
- 1.13 Within classroom area(s) — Yes No
- 1.14 As an area within a single multi-purpose space — Yes No
- 1.15 Other .....

1.2 The teacher work/office area(s) should be accessible to:
- 1.21 Instructional materials center — Yes No
- 1.22 Departmental resource center — Yes No
- 1.23 Departmental storage area — Yes No
- 1.24 Other .....

1.3 The teacher work/office area(s) should accommodate:
- 1.31 Teachers ..... (number)
- 1.32 Students ..... (number)

2.0 Student and Teacher Activities

Identify the student and teacher activities which will take place in the teacher work/office area(s).
- 2.1 Teacher preparation — 1 2 3 N
- 2.2 Teacher administrative work — 1 2 3 N
- 2.3 Teacher/student conferences — 1 2 3 N
- 2.4 Material preparation — 1 2 3 N
- 2.5 Material storage — 1 2 3 N
- 2.6 Teacher wardrobe — 1 2 3 N
- 2.7 Record storage — 1 2 3 N
- 2.8 Departmental files — 1 2 3 N
- 2.9 Other .....

3.0 Furniture and Equipment

Identify the furniture and equipment needed in the teacher work/office area(s).

3.1 General needs
- 3.11 Teacher desk(s) — 1 2 3 N
- 3.12 Book storage — 1 2 3 N
- 3.13 Files — 1 2 3 N
  indicate number and size of drawers needed .....

3.14 Tables indicate number and size	1	2	3	N
3.15 Chairs indicate number and style	1	2	3	N
3.16 Teacher wardrobe	1	2	3	N
3.17 Duplicating equipment specify types	1	2	3	N
3.18 AV storage	1	2	3	N
3.2 Other needs				
3.21 Floor covering	1	2	3	N
3.22 Other				

4.0 Utility Needs (specify location, amount, type)

4.1 Water

4.2 Electricity/gas

4.3 Lighting needs

5.0 Other important factors to be considered in the planning of the teacher work/office area(s) are: .....

.....

.....

.....

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